



APPENDIX D: PREPAREDNESS JOB AIDS

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This appendix includes checklists, worksheets, and other job aids and reminders that you will find useful when developing your school's or district's emergency plan. Feel free to use the job aids as they are or to change them to fit your district's needs. The job aids included in this appendix are listed below:

Is Your School Ready?.....	D-2
Emergency Plan Checklist.....	D-3
Response Supplies Checklist.....	D-8
Suggested Specifications for Water Storage Containers	D-11
Recommended Emergency Supplies	D-12
Incident Commander Pre-Incident Planning Guidelines	D-16
Campus Emergency Assignment Worksheet.....	D-18
Emergency Response Area Layout #1 (Primary Evacuation).....	D-20
Emergency Response Area Layout #2 (Secondary Evacuation).....	D-21
Emergency Response Area Layout #3 (Indoor Emergencies).....	D-22
Emergency Response Traffic Control Map	D-23
Shelter Layout Map	D-24
Guidelines for Preparing a Buddy Teacher List	D-25



IS YOUR SCHOOL READY?

How well would your school respond to a disaster? How would people respond in the first few minutes? In the first few hours? Do people know what to do? Schools and communities face all kinds of potential hazards, both natural (winter storms, tornadoes, fires, floods) and man-made (hazardous material spills, acts of violence). Being prepared to address such hazards requires thorough and comprehensive planning. How ready are you? Take this test to find out! Mark YES, NO, or NOT SURE to the following questions:

	YES	NO	NOT SURE
1. Does your school have an emergency response plan?			
2. Did the plan result from a hazard analysis and does it address multiple hazards, not just fire?			
3. Does the plan include mitigating potential disasters?			
4. Does the plan include responding to disasters?			
5. Does the plan include recovering from disasters?			
6. Was the plan developed in cooperation with local emergency responders (i.e., fire, law enforcement, emergency medical, Emergency Manager)?			
7. Does the plan include an Incident Command System?			
8. Have incident command responsibilities been assigned along with back-up responsibilities?			
9. Does the plan include a system of accountability for all students and adults in the building?			
10. Does the plan include a system for releasing children to their parents?			
11. Does the plan include both primary and secondary evacuation routes?			
12. Is the plan practiced through regular drills and exercises?			
13. Are emergency responders included in drills and practice exercises?			
14. Are both evacuation and reverse-evacuation drills practiced?			
15. Are shelter-in-place drills practiced?			
16. Are lock-down drills practiced?			
17. During evacuation drills, are exits regularly blocked to test secondary evacuation route systems?			
18. During drills, are student accountability systems tested?			
19. Are systems for evacuation during cold weather ever tested?			
20. Does the plan include a system for regular review and updating?			
21. Have you read the plan?			
22. Do you know where the plan is located?			
23. Has the plan been reviewed with the professional and support staff as well as the local Emergency Manager?			
24. Do you know the name of the Emergency Manager for your jurisdiction?			

If you were able to respond **YES** to all of these questions, congratulations, your school is probably well prepared to respond to almost any type of disaster. Obviously, your **NO** or **NOT SURE** responses point to areas where present plans and systems might be improved. If you had more than five **NO** responses, your school quite likely would face serious problems in the event of a real disaster.

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APPENDIX D: PREPAREDNESS JOB AIDS

EMERGENCY PLAN CHECKLIST

Use this checklist to verify that you have developed everything you need to include in your school's or district's emergency plan.

Check	Does Your Plan Include . . .
	An Introduction that includes:
<input type="checkbox"/>	▪ A Table of Contents?
<input type="checkbox"/>	▪ An Approval Statement and dated approval signatures of the principal, superintendent, and school board president (as appropriate)?
<input type="checkbox"/>	▪ A Distribution List (including the local Emergency Manager and all first-response agencies)?
<input type="checkbox"/>	▪ A Schedule of Page Changes?
<input type="checkbox"/>	▪ A statement of the purpose of the emergency operations plan?
<input type="checkbox"/>	▪ The size and location of your facility in acres and the number, general size, and use of each building on the site?
<input type="checkbox"/>	▪ The number of students and employees normally on hand and any scheduled daily differences in population?



EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
<input type="checkbox"/>	▪ A description of who is in charge for emergency operations?
<input type="checkbox"/>	▪ The location and function of your primary and alternate on-site Command Posts, including layout, staffing, displays, etc?
<input type="checkbox"/>	▪ Persons, by title, who will be notified in an emergency?
<input type="checkbox"/>	▪ How logistical support will be provided for the emergency response, including provision for food, water, emergency lighting, fuel, etc?
<input type="checkbox"/>	▪ Actions planned to protect essential personnel, equipment, and resources during emergencies?
<input type="checkbox"/>	▪ The actions that will be taken to assure that all employees and students understand the warning signals and know what to do in an emergency?
<input type="checkbox"/>	▪ How emergency information will be disseminated for the disabled, including those who are visually or hearing impaired or non-English speaking?
<input type="checkbox"/>	▪ Individual(s) who will serve as the school's or district's point of contact with the media during an emergency and procedures for authenticating information?



EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
<input type="checkbox"/>	▪ The individual, by title, who is responsible for directing the emergency response?
<input type="checkbox"/>	▪ The individuals, by title, who are responsible for maintaining recall rosters for all emergency functions?
<input type="checkbox"/>	▪ The individual, by title, who is responsible for safeguarding essential records?
<input type="checkbox"/>	▪ The individual(s), by title, who is/are responsible for preparation and distribution of employee and student emergency guidance material?
<input type="checkbox"/>	▪ The individual, by title, who is responsible for briefing new employees on the emergency plan and the roles to which they are assigned?
<input type="checkbox"/>	▪ The individual(s), by title, who is/are responsible for developing scheduling and presenting training in safety measures to all students and employees?
<input type="checkbox"/>	▪ The individual, by title, who is responsible for the logistical preparations and support detailed under Administration and Logistics?
<input type="checkbox"/>	▪ A three-deep line of succession for the principal (and/or superintendent) to ensure continuous leadership.
<input type="checkbox"/>	▪ A description of how resources and information are requested and passed through the chain of command to higher levels of the school district.
<input type="checkbox"/>	▪ A description of what records are considered essential and how they are protected and preserved.

**EMERGENCY PLAN CHECKLIST (CONTINUED)**

Check	Does Your Plan Include . . .
<input type="checkbox"/>	▪ The individual(s), by title, who is/are responsible for records, reports, and expenditures during an emergency?
<input type="checkbox"/>	▪ Lists of agreements with voluntary organizations, government agencies, and private organizations that will assist the school district during an emergency?
<input type="checkbox"/>	▪ A resource inventory of emergency items available, including lighting, first aid and medical supplies, firefighting equipment, and other basic emergency response support equipment?
<input type="checkbox"/>	▪ Additional resource requirements for personnel, equipment, and supplies and the source(s) and method for obtaining them?
<input type="checkbox"/>	▪ Provision for annual review of the emergency plan (conducted jointly with the local emergency management staffs)?
<input type="checkbox"/>	▪ Provision for updating the plan based on deficiencies identified through drills, exercises, and actual emergencies?



APPENDIX D: PREPAREDNESS JOB AIDS

EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
<input type="checkbox"/>	<ul style="list-style-type: none">▪ A map of the area showing items that may have an impact on the school, including major highways, railways, airports, power transmission lines and generating stations, industrial complexes, bulk oil and gas storage, pipe lines, etc.?
<input type="checkbox"/>	<ul style="list-style-type: none">▪ A plot plan of the facility and floor plan(s) of the building(s), showing the location(s) of heat plants, boilers, generators, flammable liquid storage, other hazardous materials storage, firefighting equipment locations, first aid facilities, etc.?
<input type="checkbox"/>	<ul style="list-style-type: none">▪ Call-up lists with the names, titles, telephone numbers, and organizational responsibilities of all involved in emergency operations?
<input type="checkbox"/>	<ul style="list-style-type: none">▪ Checklists that detail specific tasks to be accomplished in an emergency?
<input type="checkbox"/>	<ul style="list-style-type: none">▪ Responsibility matrices?



RESPONSE SUPPLIES CHECKLIST

This checklist is a comprehensive list of items that schools may need to respond to an emergency. Your school will not need all of these response supplies for every emergency but should plan on stocking (or being able to obtain) these supplies in the case of a catastrophic disaster. Use the checklist as a guide to developing and maintaining your supply inventory. **Note:** Your school may not need all items on this checklist—or it may need other items that are not shown here. Review the list carefully to determine the supplies that your school needs.

☉ Classroom “Go Kit”

- ☐ Bright-colored bucket with lid. The bucket should be stenciled with the classroom number for visual identification.
- ☐ First aid kit.
- ☐ A hat, vest, or other unique identifier for the teacher (and aide).
- ☐ A whistle.
- ☐ Student accounting paperwork for student accountability (student disaster cards, buddy class list, etc.).
- ☐ Tarp or ground cover.
- ☐ Age-appropriate time passers (cards, crayons, etc.).

☉ Storage Container (Keep this container outside if your school is at high risk for earthquakes.)

- ☐ Medical equipment.
- ☐ Food and water. (Remember dietary needs for special populations.)
- ☐ Sanitary supplies:
 - ☐ Toilet paper.
 - ☐ Chemicals (if required).
 - ☐ Plastic sheeting for privacy.
 - ☐ Disinfectant spray.

Note: Consult with the local sanitation district regarding plans for post-event disposal of human waste.

- ☐ Spare batteries.
- ☐ Blankets.
- ☐ Search and rescue backpacks with medical supplies.



RESPONSE SUPPLIES CHECKLIST (CONTINUED)

► **Outdoor Storage Container** (Continued)

- ☐ Search and rescue bucket that contains:
 - ☐ Flashlights.
 - ☐ Crowbar.
 - ☐ Masking tape.
 - ☐ Large chalk.
 - ☐ A door restraint.
 - ☐ A lanyard with snap hook.
 - ☐ Whistle.
 - ☐ Keys.
 - ☐ Portable radio.
 - ☐ Pen and clipboard (for logging of victim locations and status).
 - ☐ Site map.
- ☐ A lockbox with master key sets (enough to guarantee access) on lanyard.
- ☐ A bull horn.
- ☐ Rescue tools:
 - ☐ Shovels
 - ☐ Prybars
 - ☐ Sledgehammers (10 lb.)
 - ☐ Pick axes (6 lb.)
 - ☐ Backboards

► **Water Barrels**

► **Water Dispensing System**, consisting of:

- ☐ 5-gallon barrel(s) with spigot in lid.
- ☐ Disposable paper cups.



RESPONSE SUPPLIES CHECKLIST (CONTINUED)

➤ **Student Request Table:**

- ☐ Signs to notify parents.
- ☐ Request cards, pencils, and pens.
- ☐ File box containing each student's emergency card and alpha dividers.
- ☐ Staplers.
- ☐ 2-way radios.
- ☐ Vests for staff and student runners.

➤ **Fire Extinguishers (A, B, C, D)**



SUGGESTED SPECIFICATIONS FOR WATER STORAGE CONTAINERS

This checklist includes specifications for water storage containers. Use the checklist as a guide to planning the type and numbers of storage containers needed at your school.

➤ **Quantity Considerations:**

- ☐ Number of students and staff requiring water. (Allow 1-2 gallons per person per day for drinking and 1-2 gallons per person per day for sanitation needs.)
- ☐ Uses (i.e., drinking only, cooking and drinking, or drinking, cooking, and sanitation).
- ☐ Length of time predicted to release all students and staff.

➤ **Container Size Considerations:**

- ☐ Stacking.
- ☐ Storage space.
- ☐ Transport requirements.

☞ **Tips!**

1. Consider having the local water authority perform random checks of the drinking water to ensure potability.
2. If containers must be stacked, consider improving stability by placing a masonite or plywood sheet between each layer of containers.
3. If toppling is a potential problem (such as in an area that is high-risk for earthquakes), consider restraining the containers with 2" x 8" boards, held in place with removable wingnuts.



RECOMMENDED EMERGENCY SUPPLIES

First Aid:

- 4 x 4" compress: 1000 per 500 students
- 8 x 10" compress: 150 per 500 students
- Kerlix bandaging: 1 per student
- Ace wrap: 2-inch: 12 per campus
4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each of sm, med, lg.
- Steri-strips or butterfly bandages: 50/campus
- Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Neosporin: 144 squeeze packs per campus
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus
2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves, 4 pairs

Sanitation Supplies:

- 1 toilet kit per 100 students/staff, to include: 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags. (Note: Toilet kits will not be necessary for most emergencies. Consult your hazard and risk analyses when determining need.)
- Soap and water, in addition to the wet wipes, is strongly advised.



RECOMMENDED EMERGENCY SUPPLIES (CONTINUED)

Search and Rescue Equipment:

Adjust the number of S&R teams according to the size and complexity of the campus. Teams must consist of a minimum of two persons.

Protective gear per team member:

- Hard hat, OSHA approved
- Identification vest
- Gloves, leather work and latex
- Goggles, safety
- Dust mask
- Flashlight, extra batteries (Attach flashlight to hard hat)
- Duffle or tote bag to carry equipment

Gear per S&R team:

- Back pack with first aid supplies
- Master keys

Tools, per campus:

- | | |
|--|---|
| <ul style="list-style-type: none">▪ 2 pry bars 5'–6'▪ Pick ax, 6 lb.▪ Sledge hammer, 10 lb.▪ Square shovel▪ Round shovel▪ Utility shut off wrench, 1 per utility▪ 3 rolls barrier tape 3" x 1000"▪ Broom, street grade▪ Pliers, adjustable, 10"▪ Pliers, lineman, 8"▪ Pry bar, 24"▪ Hacksaw, mini folding▪ Bolt cutters, 18"▪ Hammer, 3 lb.▪ Tape, duct▪ Plastic bags - 6 | <ul style="list-style-type: none">▪ Folding shovel▪ Angle head flashlight▪ Screwdriver, 6"▪ Screwdriver, Phillips, 4"▪ Utility knife▪ Container to hold tools▪ Cribbing (if trained):<ul style="list-style-type: none">◆ 18 - 2"x4"s◆ 15 - 4"x4"s◆ 6 wedges |
|--|---|

**RECOMMENDED EMERGENCY SUPPLIES** (CONTINUED)**Other Supplies:**

- 3' x 6' folding tables, 3-4
- Chairs, 12-16
- Identification vests, preferably color coded per school plan
- Clipboards with job descriptions
- Extra clipboards
- Office supplies: pens, paper, etc.
- Signs for Student Request and Release
- Alphabetical dividers for Request Gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food:

The bulk of stored food should be nonperishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value. The recommended amount is 3 days' supply for each student and staff member.



RECOMMENDED EMERGENCY SUPPLIES (CONTINUED)

Storage:

All storage containers for supplies must be organized, bug-free, water tight, secure from vandals, and, if possible, kept cool. Ventilators on the roofs of storage containers allow vandals access. Some schools have purchased used refrigerated cargo containers or sprayed insulation inside the container. Containers should be located on a paved, level surface, away from hazards, preferably in a shaded area. It is highly recommended that shelves be installed to hold and organize the supplies. Secure all supplies from damage during ground shaking. Local fire departments should have keys to the storage container for access to supplies in the event of any local emergency with an agreement to replace the supplies within 72 hours.

Shelter in Place Kit per room:

- Duct tape, 2 rolls
- Scissors
- Towels
- Water in containers
- Toilet supplies
- Portable radio, batteries
- Flashlight

**Insert your
Site Emergency Supplies
Inventory Here**

**INCIDENT COMMANDER PRE-INCIDENT PLANNING GUIDELINES**

This checklist is intended to provide guidance to superintendents, principals, and others who have been designated to serve as Incident Commanders during a school emergency. The tasks in the checklist should be completed as soon as possible after school starts every year. Feel free to add additional tasks to the checklist if they are important to your school's or district's emergency response.

Task/Step	Action
<input type="checkbox"/>	Acknowledge that your position is ultimately responsible for site emergency preparedness.
<input type="checkbox"/>	Become familiar with all aspects of the site emergency plan.
<input type="checkbox"/>	Review the emergency response procedures and nonstructural hazard mitigation with all staff. Ensure that all staff are familiar with drills, including "drop, cover, and hold on," evacuation, shelter in place, and gunfire safety procedures.
<input type="checkbox"/>	Survey staff for preference of emergency assignments.
<input type="checkbox"/>	Make tentative assignments with provision for absences.
<input type="checkbox"/>	Select back-up Incident Commanders (in case the Incident Commander is absent when an emergency threatens). Train back-ups in Incident Commander responsibilities.
<input type="checkbox"/>	Identify the person(s) with primary responsibility for after-hours emergency check of the facility and two back-ups.
<input type="checkbox"/>	Coordinate with the leaders of all groups that use your site after hours.
<input type="checkbox"/>	Create a buddy teacher list. (Buddy teachers should be familiar with each other's assignment in case one is absent when an emergency threatens.)
<input type="checkbox"/>	Review and revise all necessary plans, lists, and maps.
<input type="checkbox"/>	Schedule date(s) for skills training.
<input type="checkbox"/>	Submit an updated emergency plan to the district office.
<input type="checkbox"/>	Send parent information on preparedness at home and school (not later than October).
<input type="checkbox"/>	Schedule the dates of district-wide drills and two-way radio checks.
<input type="checkbox"/>	Ensure that emergency procedures are included in substitute teacher packets.
<input type="checkbox"/>	Meet with emergency volunteers at your site to ensure that they understand the school district's emergency plan.



APPENDIX D: PREPAREDNESS JOB AIDS

INCIDENT COMMANDER PRE-INCIDENT PLANNING GUIDELINES (CONTINUED)

Task/Step	Action
<input type="checkbox"/>	<p>Meet with the site safety representative, PTA safety chair, and custodian to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Check bulk water for exchange date, determine the method of water distribution, and (if necessary) locate siphon pumps and directions.<input type="checkbox"/> Check inventory of supplies in classroom go-kits.<input type="checkbox"/> Replace missing supplies and change the batteries in the go kits.<input type="checkbox"/> Verify availability of signs for pick-up gates.<input type="checkbox"/> Verify that copies of all student emergency cards are available (one in the office and one in each classroom go kit.) Ensure that the cards are moved appropriately when a student's schedule changes.<input type="checkbox"/> Plan monthly (elementary or middle school) or quarterly (high school) emergency/disaster drills with oral and written after-action reports.<input type="checkbox"/> Gather and organize written materials and supplies required for a response. Ensure that all individual job descriptions and necessary forms are on clipboards and stored with the Command Post supplies.



CAMPUS EMERGENCY ASSIGNMENT WORKSHEET

This worksheet will help you ensure that you have coverage for all critical positions during a school emergency. Ensure that each position is assigned as early as possible in the school year and that all positions are assigned even if you think that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements.

Position	Staff Assigned	Back-Up Personnel
Incident Commander		1. 2.
Safety Officer		1. 2.
Public Information Officer		1. 2.
Liaison Officer		1. 2.
Operations Section Chief		1. 2.
Site Facility Check/Security		1. 2.
Search & Rescue Team Leader		1. 2.
S&R Team #1		1. 2.
S&R Team #2		1. 2.
Medical Team Leader		1. 2.
Triage		1. 2.
Treatment		1. 2.



APPENDIX D: PREPAREDNESS JOB AIDS

CAMPUS EMERGENCY ASSIGNMENT WORKSHEET (CONTINUED)

Position	Staff Assigned	Back-Up Personnel
Psychological First Aid		1. 2.
Morgue		1. 2.
Student Care Director		1. 2.
Student Release Coordinator		1. 2.
Planning Section Chief		1. 2.
Documentation		1. 2.
Situation Analysis		1. 2.
Logistics Section Chief		1. 2.
Supplies/Facilities		1. 2.
Staffing		1. 2.
Communications		1. 2.
Finance/Administration Section Chief		1. 2.
Timekeeping		1. 2.
Purchasing		1. 2.



EMERGENCY RESPONSE AREA LAYOUT #1

Insert your map of the primary evacuation area here. Be sure that the following items and/or areas are indicated on the map. Be sure to mark evacuation routes for students and staff who have mobility impairments.

- ☐ Supplies container
- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
 - ☐ Triage
 - ☐ Immediate Treatment
 - ☐ Delayed Treatment
 - ☐ Psychological Treatment

☞ Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.
- ☐ Request Gate
 - ☞ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this gate is clearly posted at all times.
- ☐ Release Gate
 - ☞ Consider how far parents will be willing to walk. The release gate should be separated from, but in sight of, the request gate.
- ☐ Sanitation area for portable toilets and hand washing.
 - ☞ Consider privacy and location of disposal area.
- ☐ Traffic control pattern
- ☐ Information Center
- ☐ Staging area
 - ☞ Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
 - ☞ The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.



EMERGENCY RESPONSE AREA LAYOUT #2

Insert your map of the back-up evacuation area here. Be sure that the following items and/or areas are indicated on the map. Be sure to mark evacuation routes for students and staff who have mobility impairments.

- ☐ Supplies container
- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
 - ☐ Triage
 - ☐ Immediate Treatment
 - ☐ Delayed Treatment
 - ☐ Psychological Treatment

☞ Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.
- ☐ Request Gate
 - ☞ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this gate is clearly posted at all times.
- ☐ Release Gate
 - ☞ Consider how far parents will be willing to walk. The release gate should be separated from, but in sight of, the request gate.
- ☐ Sanitation area for portable toilets and hand washing.
 - ☞ Consider privacy and location of disposal area.
- ☐ Traffic control pattern
- ☐ Information Center
- ☐ Staging area
 - ☞ Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
 - ☞ The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.



EMERGENCY RESPONSE AREA LAYOUT #3

Insert your map of the indoor emergency set-up area here. Be sure that the following items and/or areas are indicated on the map.

- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
 - ☐ Triage
 - ☐ Immediate Treatment
 - ☐ Delayed Treatment
 - ☐ Psychological Treatment
 - ☞ Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physical injured.
- ☐ Request Entrance
 - ☞ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this entrance is clearly posted at all times.
- ☐ Release Exit
 - ☞ Consider how far parents will be willing to walk. The release exit should be separated from, but in sight of, the request entrance.
- ☐ Sanitation area for portable toilets and hand washing.
 - ☞ Consider privacy and location of disposal area.
- ☐ Information Center
- ☐ Staging area
 - ☞ Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
 - ☞ The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.
- ☐ Signs for shelter in place
- ☐ Shelter in place entrance for latecomers



APPENDIX D: PREPAREDNESS JOB AIDS

EMERGENCY RESPONSE TRAFFIC CONTROL MAP

Insert a map of your campus and the surrounding streets here. Work with the Police Department to plan traffic control around the school in the event of an emergency.



SHELTER LAYOUT MAP



Many schools are designated as community shelters in emergency or disaster situations. If your school is designated as a shelter, insert your layout for use of the school facility as a shelter by the American Red Cross here.



APPENDIX D: PREPAREDNESS JOB AIDS

GUIDELINES FOR PREPARING A BUDDY TEACHER LIST

This checklist includes items to remember when developing a buddy teacher list. There may be additional items that you need to add to the list, depending on your school's or district's needs. Feel free to add items as necessary. Use the worksheet on the next page (and make additional copies as necessary) to record buddy teachers.

Check ✓	Consideration
<input type="checkbox"/>	Assign teachers in adjacent or nearby rooms as buddies.
<input type="checkbox"/>	Review evacuation routes and procedures with entire staff. <ul style="list-style-type: none">During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
	 Remember: The teachers' responsibility is to all students, but in situation that threaten the lives of all, teachers should <u>do the greatest good for the greatest number</u> .
	<ul style="list-style-type: none">If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit <u>without</u> the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
<input type="checkbox"/>	Ensure that each classroom contains a "go kit" that contains the teacher's class roster <u>and</u> the buddy teacher's class roster.
<input type="checkbox"/>	<u>Immediately</u> following student accounting, one member of each buddy team must check in at the Command Post.  In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
<input type="checkbox"/>	Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.



GUIDELINES FOR PREPARING A BUDDY TEACHER LIST (CONTINUED)

Teacher.Buddies With. . .